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ABSTRACT

Information about limited-English-proficient (LEP) students in the Austin (Texas) Independent School District (AISD) is summarized. In the 1990-91 school year, 5,047 students in the AISD were served in LEP programs at elementary schools (3,933 students), middle schools (555 students), and secondary schools (559 students). Most were Spanish speakers (90 percent), with speakers of Vietnamese (3 percent) the next largest group. Overall, students in LEP programs represent 65 languages. Most (92 percent) of the AISD's LEP students were from low-income families. Programs offered include: (1) bilingual education; (2) English as a Second Language; (3) the Language Arts Mastery Program (an oral language arts program); and (4) modified instruction. In some cases, students needing a particular type of instruction had to transfer to other school campuses. In 1990-91, there were 282 transfers for such reasons. A total of 393 students exited from LEP programs in the school year. Of the 2,974 graduates in 1990-91, 27 percent were LEP or formerly LEP. Six figures illustrate the summary, and there is a six-item list of references. (SLD)

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FEEDBACK

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AN UPDATED LOOK AT LIMITED-ENGLISH-PROFICIENT STUDENTS IN AISD

In the 1990-91 school year, 5,047 (official PEIMS number) students were served in LEP programs--3,933 elementary students (grades Pre-K-6), 559 middle school students (grades 6-8), and 555 high school students (grades 9-12). An additional 659 students declined such services at the request of their parents (see Figure 1). The total number of LEP students, including the number served and parent denials, is 5,706.

Most LEP students served are Spanish speakers (90%). Speakers of Vietnamese (3%) make up the next largest group in the LEP population, followed by Korean (2%) and Chinese (1%) (see Figure 2). Altogether, students in LEP programs represent 65 different language groups.

Most (92%) of AISD's LEP students are from low-income families. Just under one third (30%) are overage for their grade, while smaller percentages are receiving special education or gifted/talented education services (see Figure 3).

AISD offers a variety of programs to serve students identified as limited English proficient, including: *bilingual education*, which provides dual language instruction in major content areas; *English as a Second Language* (ESL), which provides intensive English instruction; the *Language Arts Mastery Process* (LAMP), which provides an oral language arts program; and *modified instruction*, which provides special assistance to meet individual student needs. Services through special education are also available. In some situations, a combination of programs may be recommended. The program a particular LEP student would participate in depends on the student's home language, grade level, language dominance, and campus staffing. Parent permission is required for all programs (see Figure 4).

FIGURE 1
LEP STUDENTS SERVED, PARENT DENIALS, BY GRADE

GRADE	NUMBER SERVED	PARENT DENIALS
PK	594	10
K	630	16
01	738	47
02	668	42
03	515	32
04	390	26
05	336	29
06	263	41
07	195	74
08	163	64
09	282	129
10	128	50
11	91	54
12	54	45
TOTALS	5,047	659

FIGURE 2
LANGUAGES SPOKEN BY LEP STUDENTS (PRE-K-12) 1990-91

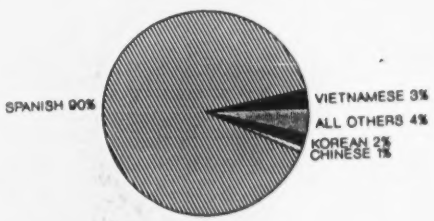


FIGURE 3
CHARACTERISTICS OF AISD'S LEP STUDENTS (PRE-K-12) 1990-91

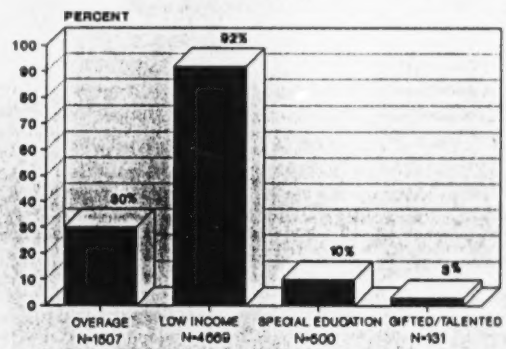
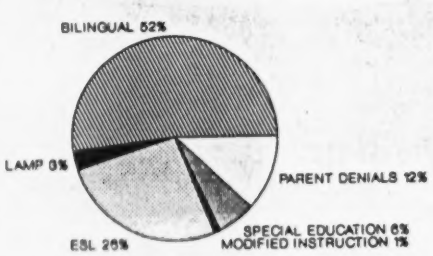


FIGURE 4
TOTAL LEP POPULATION (1990-91) PROGRAM STATUS (N=5,706)



FEEDBACK: AN UPDATED LOOK AT LIMITED-ENGLISH-PROFICIENT STUDENTS IN AISD
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Students requiring additional services may need to transfer to other campuses where enhanced services (bilingual at elementary and middle school, and enhanced ESL at high school) are offered. In 1990-91, there were 282 bilingual transfers (242 Spanish, 38 Vietnamese, and 2 Other). The number of transfers was greater at the secondary level than at the elementary level, with 164 (58%) taking place in grades 6-12, and 118 (42%) taking place in grades 1-6. No transfers took place at the prekindergarten or kindergarten levels. Transportation to the schools where enhanced services are offered is provided to LEP students (see Figure 5).

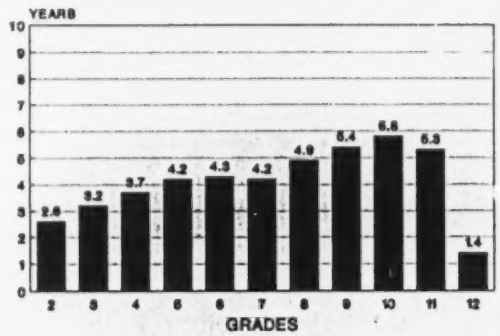
A total of 393 LEP students in grades 2-12 exited LEP programs in 1990-91. Students may not exit LEP progams before the second grade level. These students spent between 1.4 and 5.8 years in LEP programs before exiting, with an average duration of 3.7 years (see Figure 6).

Of the 2,974 high school graduates in 1990-91, 212 (7%) were LEP or formerly LEP. Also in 1990-91, 170 students who had previously exited re-entered LEP programs.

FIGURE 5
BILINGUAL TRANSFERS, 1990-91

	Spanish	Vietnamese	Other	Total
Grade	#	#	#	#
K				
01	19	7		26
02	15	7		22
03	8	5		13
04	7	2		9
05	13	4		17
06	27	4		31
07	39	4		43
08	38	2	2	42
09	32	3		35
10	17			17
11	16			16
12	11			11
Total	242	38	2	282

FIGURE 6
AVERAGE NUMBER OF YEARS TO EXIT LEP PROGRAMS BY GRADE, 1990-91



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Achievement outcomes are an important indicator of student progress. For more information about the achievement of LEP students, see the Annual Report on Student Achievement 1990-91 (ORE Publication No. 90.48).

Further information about LEP students may be found in the final ORE evaluation reports for Priority Schools, Chapter 1/Chapter 1 Migrant, GENESYS, Dropouts, Title VII, and Systemwide Testing.